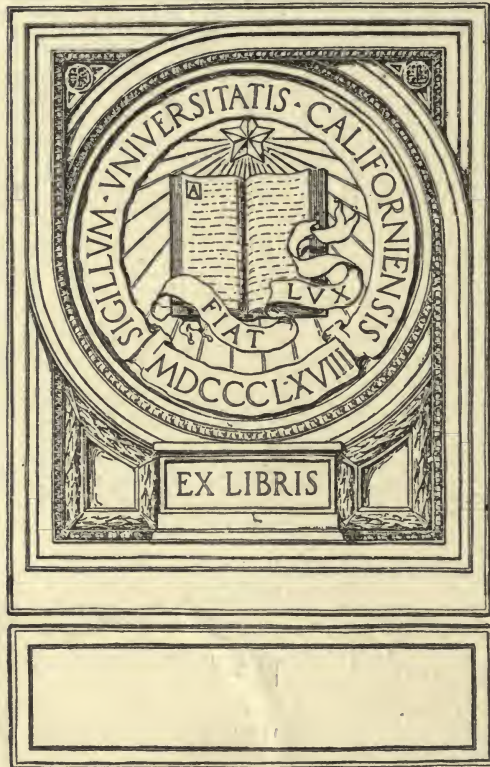


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STATE OF WASHINGTON

DEPARTMENT OF EDUCATION

HENRY B. DEWEY, Superintendent of Public Instruction

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HUMANE EDUCATION.

By MAY KRUEGER,

State Organizer of the State Humane Society of Washington.

The humane impulse, the disposition to be kind towards the helpless, should be instinctive. Cruelty is cowardice. Any person who tortures a dumb animal would commit any crime not requiring courage.

A significant fact as to the vital importance of humane education and its economic value may be illustrated from the fact that out of two thousand criminals in our American prisons it was found that only twelve had ever owned a pet animal in childhood.

Humane education is the foundation of all reform. If it were universally adopted, poverty, crime and war would be greatly diminished and in time the vast amount of money expended to sustain armies, navies and prisons would be saved for the benefit of the people. Humanity means civilization. Cruelty is barbarism. As the world advances this fact is more and more realized. Making allowance for prenatal influences, we believe that thousands of men in our prisons and reformatories might have been useful and respected citizens today had they received humane education in childhood. It is the practical exhibition in the workings of our daily life of the great humanitarian principles of the gospel of the "square deal." Education of the heart as well as the mind is the vital point in our public school system. "Intellect makes a man individual; feeling makes him universal." To make a man universal—that means making him in sympathy with all that feel; giving him comprehension of the rights of all created beings. For heart education or humane education—they are identical—is based upon the recognition that the spirit of life is universal and that the form it takes, whether white or black, Jew or gentile, Protestant or Catholic, human or dumb, varies not in kind, but rather in expression or degree.

Kindness to animals is not a mere sentiment, but a requisite to even a very ordinary education. Nothing in arithmetic or grammar is so important for a child to learn as humaneness. As a discipline, it is most valuable. The humane education movement is a broad one,

reaching from humane treatment of animals on the one hand to peace with all nations on the other.

A strict regard for the rights and feelings of whatever has feeling is the cardinal principle of civilization, of courtesy and of Christianity.

THE PURPOSE.

To build and strengthen character, in so far as it means one's inward and outward relation to others. In order that a person may have right, that is moral, relations, with others, he must first *know* about others; this knowing leads to his being *interested* in others, that is sympathizing with them, caring about their pleasures, pains, and other experiences; from being interested in the lives of others, one passes on to desire that others may have their rights in life, that is, a sense of *justice*; from desiring justice to others is developed an *activity in procuring the rights* of others, which activity may be expressed in adult life by such forms as service, teaching, legislation, reform, and self-sacrifice.

The teacher, then, in order to develop the child's character, follows in general this psychological chain of development—Knowledge, Sympathy, Justice, Service.

Humane Education does not necessarily imply teaching kindness to animals and that alone. As before stated, it is a study for character growth and, as such, it implies breadth of interest and breadth of sympathy ranging from the highest to, and including, the lowest. Dumb animals are thus included.

Humane Education often emphasizes and specializes on the suffering and rights of animals and justly so, for several reasons—

1. Because dumb animals make up a large part of the child's natural and social environment and therefore appeal to his instinctive interest and love.
2. Because recognition of their rights has not been so long established by educational tradition and precedent as those of human rights.
3. Because the wrongs and sufferings growing out of their present condition as existing in society need correction by a higher standard of sympathy and justice on the part of the coming generation.

STORY OR POEM.

The story or poem is a great tool in humane education. It increases, reinforces, and classifies information secured by observation and experimentation; it develops, by its beauty and imagery and force, the senses of sympathy and justice; and it stirs, by emulation and example, to service and right-doing.

So most lessons in humane education naturally swing around the story and poem as the fulcrum.

As each lesson in humane education should treat of a particular subject and have a special motive underlying it, so each lesson should have its special story or piece of literature that will treat of this particular subject and illustrate and bring out this special motive.

But, as the story is so obviously and easily the medium for lessons in most subjects, the teacher must not be induced, thereby, to let it supersede altogether either her own or the child's initiative and self-activity.

Each lesson might, therefore, consist of three parts:

1. Observation, by the younger pupils, and investigation, by the older, of the particular subject.
2. The story or literature that reinforces the observation or investigation and brings out the ethical purpose.
3. The application of the knowledge thus obtained to the pupil's future conduct by special service or activity.

It is not always necessary that the knowledge obtained by observation and investigation be something new and special for the humane education lesson. Much material obtained in nature study, geography, the regular literature, history, and civics, may be used in this connection.

In fact, the more we use knowledge and in the greater varieties with which we apply it, the greater is its value.

(Suggestion: Since humane education is a subject placed in the schools for the purpose of developing in the pupil a sense of right and wrong and the principles of sympathy, love, and altruism, it is most patent that the teacher should, by her living example, ever seek to demonstrate these principles. An appearance of apathetic indifference to the joys and rights of others' lives, even the humblest, should ever be avoided; also any action or experiment—including vivisection, killing, maiming, or detention of an animal against its will, especially a wild one or one whose nature is not thoroughly understood—which tends to cause pain or revulsion in a sympathetic child, should never occur before the class.)

MODEL LESSON.

Third Grade; subject—*the horse*.

Knowledge.—Have the child note, either at home the night before or at the noon recess or from picture or, better still, if possible, at present in the field or barn, the size and the shape of the horse, his ears, his face, (eyes, nose, mouth, teeth, and other features), his coat, mane, and tail, his feet. Out of these facts certain implied facts, as his power to see and hear well, his power to go fast and to carry burdens, his need and enjoyment of food and drink, his power to suffer from cold or heat, from flies, from poor harness and shoes, from bad roads or from nails and glass in the roads, the things he needs both to work well and be happy.

Sympathy.—Let the child look into his face, stroke his coat, ride on his back, bring him water or grass and talk about what the horse has done for him and those he knows.

Justice.—Should the horse, who can feel, who enjoys and suffers the same as the child, who works for others, have the things that make

him happy or should he be deprived of them? What are the horse's wages? Whose duty is it to see that he gets these wages? etc.

Service.—What the child can do for the horse as a mere observer and helper—remove glass and nails from the street, report cruelty to him, to older people, speak kindly to and stroke and caress him; as an owner—food, drink, shelter, harness, shoes, sickness, old age, etc. Read and discuss *The Horse's Prayer*.

FIRST GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Domestic animals—the horse.

Pet animals—cat—dog.

Usefulness—treatment of them—love and gratitude for them.

Wild animals—some harmless insects—birds—squirrels.

Usefulness—beauty—caring for and encouraging them.

Social relations—kindness to parents—brothers—sisters—playmates.

Mutual helpfulness.

First Semester—

LITERATURE.

1. Three Little Kittens (leaflet, American Humane Education Society, No. 8).

2. Dicky Birds, by Sarah J. Eddy (from *Songs of Happy Life*).

3. Memorize—

“God made all the creatures and gave them our love and
our fear,

To give sign, we and they are his children, one family here.”

—*Robert Browning (Saul)*

4. Norse Lullaby (mother love in different forms), Eugene Field (*A Little Book of Western Verse*).

5. Brownies (about a gay little squirrel) (*Firth's Voices of the Speechless*).

Second Semester—

LITERATURE.

1. Little Hands (loving and serving one another), Miriam Del Banco, (*Songs of Happy Life*).

2. Story of Pegasus and Bellerophon (beauty, speed, and charm of the horse) (from the Greek Myth, Hawthorne's *Wonder-book*).

3. Now Willows Have Their Pussies (the joy of baby-life in many forms) (from *Songs of Happy Life*).

4. The Sing-a-Way Bird, Lucy Larcom.

5. The Cricket, Wm. Cowper.

"Little inmate, full of mirth,
Chirping on my kitchen hearth,
Wheresoe'er be thine abode
Always harbinger of good,
Pay me for thy warm retreat,
With a song more soft and sweet."

SECOND GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Domestic animals—the horse—sheep.

Pet animals—cat—dog.

Usefulness—treatment of them—love and gratitude for them.

Wild animals—some harmless insects—birds—rabbits.

Usefulness—beauty—caring for and encouraging them.

Social relations—politeness and kindness to parents and elders—politeness and kindness in dealing with each other. Consideration for those helpless, especially younger children and animals.

First Semester—

LITERATURE.

1. Story by teacher of "The Bell of Atri," by Longfellow (leaflet, American Humane Education Society).

2. Hiawatha's Brothers (knowing and loving wild animals in their own homes), by Longfellow.

3. Memorize—

"He prayeth well who loveth well
Both man and bird and beast,
He prayeth best who loveth best
All things both great and small,
For the dear God who loveth us,
He made and loveth all."

—Coleridge

4. Piccola and Sparrow, Celia Thaxter.

5. Story telling by teacher, Chapter I of Raggylug (charming adventure of a baby rabbit), by Ernest T. Seton (Wild Animals I Have Known).

Second Semester—

LITERATURE.

1. A Triumph (self sacrifice to one younger), Celia Thaxter.

2. Who Made Thee, Little Lamb? (innocence and beauty of the lamb), Wm. Blake.

3. The Brown Thrush, Lucy Larcom (American Humane Education Society leaflet).

4. The Grasshopper, John Keats:

"The poetry of earth is never dead!

When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
That is the grasshopper's, he takes the lead

In summer luxury; he has never done

With his delights, for when tired out with fun
He rests at ease beneath some pleasant weed."

5. Molly Whitefoot's Vacation (lesson on deserting cats), Anna Harris Smith, (American Humane Education Society leaflet).

THIRD GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Domestic animals—the horse—cow—dogs that labor (Shepherd, Newfoundland, St. Bernard, etc.)

Usefulness—treatment of them—love and gratitude for them.

Wild animals—birds—frogs and toads.

Usefulness—beauty—caring for and encouraging them.

Social relations—fair play in games. Return of lost articles. "Nagging" or "picking on" one another. Treatment of peddlers, foreigners, strangers. Consideration and help for those in distress.

First Semester—

LITERATURE.

1. Patrasche (tragedy of the dumb laborer), Louise de la Ramee, (Dog of Flanders).

2. The Horse's Prayer (American Humane Education Society leaflet).

3. The Pet Coon (loving treatment of a pet by a *real* boy), James Whitcomb Riley, (Rhymes of Childhood).

4. Christmas in Norway, Celia Thaxter.

Second Semester—

LITERATURE.

1. Professor Frog's Lecture; The Life of a Toad; A Fable (all on American Humane Education Society leaflet).

2. Story or reading by teacher, Philemon and Baucis (treatment of a stranger, hospitality, loving one another, unselfishness, etc.) (Hawthorne's Wonderbook).

3. Nest-Eggs (beauty and joy of the baby birds), Robert Louis Stevenson, (*A Child's Garden of Verse*).

4. Memorize—

"The year's at the spring,
The day's at the morn,
Morning's at seven,
The hillside's dew-pearled;
The lark's on the wing,
The snail's on the thorn,
God's in His heaven,
All's right with the world."

—Robert Browning (*Pippa Passes*).

FOURTH GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Review of domestic animals—the horse, sheep, cow.

Characteristics of the dog, emphasizing especially his loyalty to man.

Wild animals—their right to liberty and their own mode of life if not dangerous. Peculiar habits—migration—hibernation. Fish.

Social relations—consideration for others—especially going out of one's way to relieve distress.

First Semester—

LITERATURE.

1. Llewellyn and His Dog (loyalty and self-sacrifice of the dog to his master), W. R. Spenser.

2. The Fall Migrations (a most beautiful poem, the first migration being that of our feathered songsters, the second one the trimmings on women's hats made from the slaughtered songsters), Mary Drummond, (leaflet No. 6, Illinois Audubon Society).

3. Memorize—

"Yes, well your story pleads the cause
Of those dumb mouths that have no speech;
Only a cry from each to each
In its own kind with its own laws;
Something that is beyond the reach
Of human power to learn or teach—
An inarticulate moan of pain
Like the immeasurable main
Breaking upon an unknown beach."

—Henry W. Longfellow (*Tales of a Wayside Inn*).

4. The Little Match Girl (what we ought to do to prevent the experiences of the little match girl), Hans Christian Andersen.

Second Semester—

LITERATURE.

1. Our Little Brothers of the Fields (a plea to understand and treat kindly wild animals, especially not to shoot or torture them), Charles M. Skinner, (Small Voices of the Town).
2. Cattle, or Hints on the Care of Cows (leaflets, American Humane Education Society).
3. The Wild Doves of St. Francis (a plea not to capture song birds), Wm. E. A. Axon.
4. A Wise Fish (leaflet Rhode Island Humane Education Society) (an interesting lesson on fish life).

FIFTH GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Justice to all creatures.

Every creature, including the wild one, its own life and its rights.

Entering into the lives of others.

Patriotism as a love of, and sympathy for, one's fellow creatures.

First Semester—

LITERATURE.

1. The Bell of Atri, Longfellow, (American Humane Education Society).
2. The Wounded Curlew (the tragedy of boy shooting—pleasure out of other's pain), Celia Thaxter.
3. Carol Bird's Christmas, Kate Douglas Wiggin (The Bird's Christmas Carol).
4. Reading by teacher, "Johnny Bear" (humorous—sympathizing with the tribulations and joys of a little wild creature, naughty but lovable), E. T. Seton, (Wild Animals I Have Known).

Second Semester—

LITERATURE.

1. The Fatherland (patriotism as sympathy for those who serve one another), James Russell Lowell.
2. The Birds of Killingworth, Henry Longfellow.
3. The Barefoot Boy (understanding and loving all forms of life, even the humblest), John Greenleaf Whittier.

4. Memorize, Out in the Fields—

"The little cares that fretted me—
 I lost them yesterday
 Among the fields above the sea,
 Among the winds at play,
 Among the lowing of the herds,
 The rustling of the trees,
 Among the singing of the birds,
 The humming of the bees.
 The foolish fears of what might happen—
 I cast them all away
 Among the clover scented grass,
 Among the new-mown hay,
 Among the husking of the corn,
 Where drowsy poppies nod,
 Where ill thoughts die and good are born—
 Out in the fields with God."

—*Elizabeth Barrett Browning.*

SIXTH GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Entering into the lives of others—sympathizing with those who suffer.

Influence of the lives of "great men."

Patriotism as service for humanity.

Local anti-cruelty organizations.

First Semester—

LITERATURE.

1. Eulogy of the Dog (a fine tribute to the dog, and a magnificent piece of oratory as well), by ex-Senator Geo. G. Vest.
2. To a Water Fowl, Wm. Cullen Bryant.
3. The Voice of the Voiceless (a plea for those who cannot speak for themselves), Ella Wheeler Wilcox.
4. The Legend of St. Martin. (St. Martin was riding along a country road and he met a beggar without sufficient clothing; with his sword he cuts his cloak in two and gives half to the beggar; then a vision appears of Christ wearing the half cloak in heaven). (Life and Works of Geo. T. Angell).

Second Semester—

LITERATURE.

1. Cruelties Connected With the Training and Exhibition of Animals (telling how animals suffer in order that people may have a low and vulgar pleasure), Mrs. Huntington Smith, (leaflet American Rescue League, Boston, Mass.)

2. Memorize—

"O, may I join the choir invisible
 Of those immortal dead who live again
 In minds made better by their presence;
 Live, in pulses stirred to generosity,
 In deeds of daring rectitude; in scorn
 Of miserable aims that end with self;
 In thoughts sublime that pierce the night like stars,
 And with their mild persistence urge men's minds
 To vaster issues."

—George Eliot (*The Choir Invisible*).

3. The Skylark, James Hogg.

4. Humanity, Wm. Cowper (*The Task*). (Beginning with "I would not enter on my list of friends" and ending with "Ye, therefore, who love mercy, teach your sons to love it too.")

SEVENTH GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Local laws against cruelty to animals.

State laws against cruelty to animals.

The Audubon Society.

Patriotism as service for humanity.

First Semester—

LITERATURE.

1. Dying in Harness (a beautiful tribute to those, including the horse, who serve unto death), John Boyle O'Reilly.

2. The Forest Greeting (a tragic plea for all forms of "hunted" creatures), Paul Lawrence Dunbar (American Humane Education Society leaflet).

3. Christmas Carol, Charles Dickens.

Second Semester—

LITERATURE.

1. The Builders (a classic developing the principle that those who build for lust, tyranny, and fraud build in vain—those who build on "truth, mercy, knowledge, justice" build for eternity), Ebenezer Elliott.

2. To the Skylark, Percy Bysshe Shelley.

3. Memorize—

"Build thee more stately mansions, O my soul,
 As the swift seasons roll!
 Leave thy low-vaulted past!
 Let each new temple, nobler than the last,
 Shut thee from heaven with a dome more vast,
 Till thou at length art free,
 Leaving thine outgrown shell by life's unresting sea."
 —Oliver Wendell Holmes (*The Chambered Nautilus*).

EIGHTH GRADE.

RECOMMENDED SUBJECTS FOR YEAR'S STUDY.

Apply the lesson in New Year's Eve by Tennyson to some present evils that must be corrected in the future by service, by legislation, by self-sacrifice.

The western plain evil.

Cattle transportation.

Cruel methods of slaughtering.

Trapping—wearing furs and feathers.

War.

First Semester—

LITERATURE.

1. Our Common Brotherhood, Dr. Francis H. Rowley (leaflet American Humane Education Society).
2. A-Hunting the Deer in the Adirondacks, Chas. Dudley Warner.
3. Discussion of the lesson in The Trail of the Sand-Hill Stag (all the joys of the hunt, the adventure, the excitement of competition, the contact with nature, the joy of freedom, the joy of labor can be attained by studying an animal without killing it; it would be appropriate here to discuss the advantage of the kodak over the gun), Ernest T. Seton.

Second Semester—

LITERATURE.

1. Life and work of Henry Bergh.
2. A Song of Peace, John Ruskin.
3. Memorize—

“Ring out false pride in place and blood,
 The civic slander and the spite;
 Ring in the love of truth and right,
 Ring in the common love of good.
 Ring out old shapes of foul disease,
 Ring out the narrowing lust of gold;
 Ring out the thousand wars of old,
 Ring in the thousand years of peace.
 Ring in the valiant man and free,
 The larger heart, the kindlier hand;
 Ring out the darkness of the land,
 Ring in the Christ that is to be.”

—Alfred Tennyson (*New Year's Eve*).

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